English Language Arts Curriculum Model
Grade Six

Strand	Reading: Literature
Topic	Key Ideas and Details

Standard Statements

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

In the previous grade band, students were expected to refer to the text for confirmation of plot details and determination of theme.

Content Elaborations

The focus of this topic, **Key Ideas and Details**, is the understanding of the key elements of literary analysis. The use of specific evidence from text to enhance comprehension of these elements is crucial. The analysis of text, or separating text into parts for individual study, helps students in identifying key ideas and details of text. In the sixth grade, students should begin to deepen their understanding of the difference between explicit (clearly expressed or defined) text evidence as opposed to an inference (a conclusion arrived at from logical reasoning) used as text evidence. Students will understand the key elements of literary analysis and use these tools to support their understandings with specific details from the text.

In the next grade band, students are expected to be able to analyze and evaluate textual evidence in terms of quality, understand that the theme of a text is influenced by literary elements and understand that the author conveys his or her message through characters.

Enduring Understanding

Imaginative texts can provide rich and timeless insights into universal themes, dilemmas and social realities of the world. Literary text represents complex stories in which the reflective and apparent thoughts and actions of human beings are revealed. Life therefore shapes literature and literature shapes life.

Strand	Reading: Literature
Topic	Key Ideas and Details

Instructional Strategies and Resources

Using Textual Evidence
As students read a story or trade book, have them cite textual evidence on a graphic organizer of how a character changes through major events. Examining the completed organizer can help them determine the theme of the text rather than the main idea. One example of this may be noting themes of several fairy tales and looking for commonality.

Spotlight on... Literary Elements. McCarthy, Tara. Scholastic, New York, NY, 2004. This book covers literary elements such as character, figurative language, foreshadowing and flashback, plot, point of view, setting, theme, tone and mood. This anthology includes 4-6 engaging stories, poems or plays perfect for teaching specific literary elements. Its teaching guide includes mini-lessons, graphic organizers, student-reproducible items and great activity ideas.

Teaching Literary Elements with Picture Books: Grades 4-8. Van Zile, Susan and Mary Napoli. Scholastic, New York, NY, 2009. This book provides multiple strategies to teach literary elements such as point of view, voice, irony, theme, metaphor and simile. For each literary element, a detailed picture-book-based lesson is given. Picture books are carefully chosen.

Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Strand	Reading: Literature
Topic	Craft and Structure

Standard Statements

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

6. Explain how an author develops the point of view of the narrator or speaker in a text.

In the previous grade band, students were expected to know and understand an author's use of figurative language as well as explain the structure of a particular genre. Students also were expected to know how point of view and language influence events in text.

Content Elaborations

The focus of this topic, **Craft and Structure**, is the understanding that readers create meaning by identifying and understanding author's craft. Emphasis also should be placed on the analysis of text to determine why the author's words were chosen, the effect that the words have on the reader and how the author's tone is reflected in word choice. For this topic, students need an understanding of the words *figurative, connotative* and *tone.* From grade 5, students should be familiar with figurative language, language enriched by word images and figures of speech. Students also should be familiar with the definition of a word's connotative meaning (feelings associated with words) and tone (the author's attitude toward his or her subject). While authors choose words carefully to convey the intended message and assist readers in making meaning, readers recognize how text structure contributes to the development of literary elements. A plot's structure is the way in which the literary elements are put together. Students should know that the structure of text changes according to the needs of the story. As well as the analysis of how language fits into the structure of a text and contributes to the ideas of the text, determining point of view and explaining how an author uses point of view to his or her advantage also are important understandings for students.

Strand	Reading: Literature	
Topic	Craft and Structure	
		If a story is told from the narrator's point of view, it is usually told in first person. When using first-person point of view, the author will make use of first- person nouns and pronouns. In poetry, the speaker of the poem is usually, but not always, speaking for him or herself. In this case, personal feelings and thoughts are revealed in first person. **In the next grade band, students are expected to understand the impact of an author's use of language on text. Students will determine how text structure helps to develop and refine key concepts as well as analyze and defend an author's point of view.**

Enduring Understanding

Literary text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.

Instructional Strategies and Resources

Using Textual Evidence
Students analyze the techniques authors use to describe characters, setting, and major and minor incidents of the plot. They also distinguish how an author establishes mood and meaning through word choice, figurative language and syntax.

Scholastic Book of Idioms by Terban, Marvin. (Scholastic, New York, NY, 2006 rev.) This book provides vivid, amusing examples that include sample sentences and illustrations. Many English Language Learners and students who struggle with inference will benefit from exploring the examples.

- "Paint by Idioms," an interactive idiom game, can be found at www.funbrain.com/idioms/.
- Students can practice working with idioms and their definitions at the interactive website www.idiomsite.com.
- Students learning about idioms can work with the interactive "Eye on Idioms" at http://www.readwritethink.org/classroom-resources/student-interactives/idioms-30030.html.

Strand	Reading: Literature
Topic	Craft and Structure

- By using this rich lesson resource, students can analyze a variety of poems from online resources, compare the similarities/differences of several poems, build connections between personal experience and literature, and develop an understanding of audience, speaker, narrator and writer, as well as an understanding of mood and theme. Find it at http://www.readwritethink.org/classroom-resources/lesson-plans/poet-shoes-performing-poetry-78.html?tab=2#tabs.
- This resource from The Kennedy Center Arts Edge site has students explore the origins of "The Black National Anthem," originally a poem by James Weldon Johnson entitled *Lift Every Voice and Sing*. By analyzing the poem's figurative language, students will come to understand how the poem conveys a sense of hope and unity despite hardship. Students also will learn how the addition of music further enhances the messages of imagery of the poem's words. Find it at http://artsedge.kennedy-center.org/educators/lessons/grade-/Lift_Every_Voice_and_Sing.aspx.

Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Strand	Reading: Literature
Topic	Integration of Knowledge and Ideas

Standard Statements

7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

8. (Not applicable to literature)

9. Compare and contrast text in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

In the previous grade band, students were expected to analyze how multimedia elements contribute to text. Students also were expected to compare and contrast the treatment of similar themes and topics.

Content Elaborations

The focus of this topic, **Integration of Knowledge and Ideas**, is knowing and understanding the similarities and differences between listening to and viewing text as opposed to reading text. Students must be able to recognize an author's treatment of themes and topics as well as how authors vary their treatments of themes and topics based on the genre of literature. For example, students must be able to state why a particular theme or topic is conveyed better in a narrative as opposed to a poem.

In the next grade band, students are expected to be able to analyze a topic or subject in two different mediums as well as analyze how an author transforms material in a specific work (e.g., the Bible or a play by Shakespeare).

Enduring Understanding

Competent readers can synthesize information from a variety of sources including print, audio and visual. Comparing and contrasting text in a variety of forms or genres provides a full understanding of the author's message/theme as well as the ideas being explored.

Strand	Reading: Literature
Topic	Integration of Knowledge and Ideas

Instructional Strategies and Resources

Reflection Journal
Use a novel (e.g., *The Watson's Go to Birmingham* by Curtis, *Number the Stars* by Lowry) that has an intense action chapter. Students read the chapter on their own and then choose to do one of the following:

- Using any audio equipment, record their voices/readings of the chapter (this could be reduced to a certain number of pages for lower-level students)
- Act out an action from the chapter (small group or on their own).

Students then share their activities with the class and record reflections in a journal.

Compare/Contrast
Using a compare/contrast chart, students compare and/or contrast a movie and a work of literature (e.g., *The Legend of Sleepy Hollow*). First, students look at the similarities. Then they consider the differences, making sure to indicate on what criteria they are drawing out the dissimilarities.

Jigsaw
Using trade books, poems and essays on the same topic, have students gather in small groups and determine a theme for a particular topic. Students talk together to determine how that theme is made apparent. The groups then "jigsaw" and each student explains to the others about the demonstrated theme and evidence to support their conclusions.

Reading Quest offers *Strategies for Reading Comprehension, Comparison-Contrast Charts*, where students use a Comparison Contrast chart to compare and/or contrast a movie and a work of literature (e.g., *The Legend of Sleepy Hollow*). First students look at the similarities. Then they consider the differences, making sure to indicate on what criteria they are drawing out the dissimilarities. Find these strategies at http://www.readingquest.org/strat/compare.html.

Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Strand	Reading: Literature
Topic	Range of Reading and Level of Text Complexity

Standard Statements

10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

In the previous grade band, students were expected to read and comprehend literature, including stories, dramas and poetry at the high end of the grades 4-5 text complexity band, independently and proficiently.

Content Elaborations

The Common Core states that there is a "general, steady decline – over time, across grades, and substantiated by several sources – in the difficulty and likely also the sophistication of content of the texts students have been asked to read in school since 1962." To help teachers match complex, grade-appropriate texts to their students, the Common Core Standards document contains a model with three dimensions for measuring text complexity. To effectively establish the text complexity level, all three dimensions must be used together:

(1) Qualitative dimensions of text complexity (levels of meaning or purpose, structure, language conventionality, and clarity and knowledge demands)

(2) Quantitative dimensions of text complexity (word length or frequency, sentence length, text cohesion –typically measured by computer software)

(3) Reader and task considerations (motivation, knowledge, experiences ,purpose and complexity of task assigned)

Strand	Reading: Literature	
Topic	Range of Reading and Level of Text Complexity	
		The three-part model is explained in detail in Appendix A of the *Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects*. Along with this explanation of the model, a list of grade-appropriate text exemplars that meet the text complexity for each grade level is provided in Appendix B. The Common Core recognizes that not all students arrive at school with the tools and resources to ensure that they are exposed to challenging text away from school; it also recognizes that "a turning away from complex texts is likely to lead to a general impoverishment of knowledge…" This trend can be "turned around" when teachers match students with challenging, engaging text in the classroom, creating an atmosphere that helps to nurture curious, capable and critical readers. Through extensive reading of a variety of genres from diverse cultures and a range of time periods, students will gain literary knowledge and build important reading skills and strategies as well as become familiar with various text structures and elements. **In the next grade band (by the end of grade 9), students are expected to read and comprehend literature, including stories, dramas and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.**
Enduring Understanding In order to meet the rigorous demands of college and/or the workforce, students must be able to read and comprehend increasingly complex literary text. They must read widely and deeply from among a broad range of high-quality, challenging text and develop the skill, concentration and stamina to read these texts independently and proficiently.		

Strand	Reading: Literature
Topic	Range of Reading and Level of Text Complexity

Instructional Strategies and Resources

Marking Strategy
Self-annotating becomes a "marking strategy" that forces active learning.

- **Basic**: Provide students with a list of annotated cues, keys or codes (e.g., **?** – question, **P** – prediction, **TS** – Text to Self-connection).
- **Extended:** Students devise a self-annotated guide (encourage students to use their creativity).

ReadWriteThink. *Scaffolding Comprehension Strategies Using Graphic Organizers.* (2010) IRA/NCTE. Collaborative strategic reading is initially presented to students through modeling and whole-class instruction. As a general comprehension strategy, it is useful for understanding multiple texts and genres. Students apply four reading strategies: *preview*, *click and clunk*, *get the gist*, and *wrap-up*. Graphic organizers are used for scaffolding of these strategies as students work in cooperative groups. Find these strategies at http://www.readwritethink.org/classroom-resources/lesson-plans/scaffolding-comprehension-strategies-using-95.html.

Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Strand	Reading: Informational Text
Topic	Key Ideas and Details

Standard Statements

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

In the previous grade band, students were expected to explain what a text says both explicitly (clearly expressed or defined) and implicitly (not directly expressed). They were to quote accurately from text, determine main ideas of a text, and explain how they are supported by key details. They also were expected to summarize relationships in text as well as provide a summary of text.

Content Elaborations

The focus of this topic, **Key Ideas and Details,** is the analysis of text. Analysis of informational text is important in that it helps the reader determine the message of the passage. When readers analyze (separate text into parts for individual study) informational text, they identify the central idea of a passage, which is expressed or implied in a word or sentence. Along with identifying the central idea of a text, the reader also should identify the claims or evidence/facts the author uses to convince the reader to think or behave as suggested. Providing evidence from the text to support analysis of what the text says is crucial. Textual evidence may be stated explicitly (fully or clearly expressed) as well as implicitly (assumed but not directly expressed). The author's use of details, vocabulary/word choice and point of view provides textual evidence in helping the reader determine the message of the passage.

In the next grade band, students are expected to continue to cite both implicit and explicit text evidence, determine and analyze a central idea of text, and provide an objective summary of text.

Strand	Reading: Informational Text
Topic	Key Ideas and Details

Enduring Understanding

Knowledge-based information is an ever-changing genre that encompasses daily communication. The ability to comprehend and analyze informational text develops critical thinking, promotes logical reasoning and expands ones' sense of the world and self.

Instructional Strategies and Resources

Modeling/Peer Modeling
The teacher uses highlighters of different colors to show an article's main idea and supporting arguments. Then, students do a different article, sharing their highlighted responses with an "elbow partner." This will allow students to check their detail identification and inference recognition.

Previewing Text
The teacher will preview nonfiction to motivate and support students as they see the structure of text, vocabulary and main ideas of the reading to have a better idea of informational text. Step 1: Model previewing of nonfiction text. Step 2: Students preview text.

This professional site from NCTE, IRA and Verizon/Thinkfinity provides a variety of interactive graphic organizers that can be sorted by grade level to help with summarizing, identifying main idea and details, and inference. Find it at www.readwritethink.org.

Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement by Marzano, Robert J. & Debra Pickering. ASCD, Alexandria, VA, 2001, and *A Handbook for Classroom Instruction that Works* by Marzano, Robert J. Marzano, Jennifer S. Norford, Diane Paynter, Debra Pickering, Barbara B. Gadd. ASCD, Alexandria, VA, 2000. Chapter 2. This chapter provides excellent professional resources that provide background knowledge as well as models and strategies for summarizing, note taking and other approaches.

Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Strand	Reading: Informational Text
Topic	Craft and Structure

Standard Statements	
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. 5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. 6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	**In the previous grade band, students were expected to determine the meaning of words and phrases in a text relevant to *a grade 5 topic or subject area*, know and use various text features of informational text and identify the main purpose of a text.** **Content Elaborations** The focus of this topic, **Craft and Structure,** is the understanding that an author's word choice is meant to influence, persuade and stir the reader's feelings about a topic, as well as to provide clarity and to support the intended meaning of the text. A reader should know and understand the definition of figurative language (words, language enriched by word images and figures of speech) as well as why an author uses it. A reader also must know and understand how and why an author chooses meanings of words; for example, why the denotative (dictionary) meaning of a word is used rather than the connotative (attitudes and feelings associated with a word) or technical meaning of a word. A reader should know that an author's point of view or purpose is established through the use of language, organization and details that support it. **In the next grade band, students are expected to determine the meanings of words and phrases as they are used in text, analyze an author's ideas or claims and analyze how an author develops text.**

Enduring Understanding

Informational text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.

Strand	Reading: Informational Text
Topic	Craft and Structure

Instructional Strategies and Resources

Circle Board
The teacher takes a significant word from an essay/article and puts it in a circle on the board, giving room for students to draw off of that word different images, emotions or feelings (connotations) as well as definitions (denotations). The class then discusses how the word fits the author's purpose of the article. This will show students the variety of words available and how word choice is deliberate.

Modeling
Students are given teacher-selected paragraphs to read. In a class discussion, they look at the individual sentences, what they mean, their significance, etc. They then put them together as a paragraph and discuss their ordering, importance and effect on each other (part to whole, whole to part). This shows students the importance of the individual effect of sentences on the paragraph and, then further, on the entire article.

Compare/Contrast
Have students read articles from different sources but on the same topic (i.e., from a newsmagazine and a gossip magazine). Have students compare/contrast the points of view of different authors, how they structure each argument and how their word choice is significant. This will help students to realize that the bias of the authors is important as it can color their views of the issue involved. The word choice used by the media also is important. This exercise can work well with primary sources from history: two people who fought in the same war's diaries, people who are storm chasers and those who lived through a storm, 9/11, current events, etc.

Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Strand	Reading: Informational Text
Topic	Integration of Knowledge and Ideas

Standard Statements

7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

In the previous grade band, students were expected to use multiple sources in order to answer questions quickly and to solve problems efficiently. Students also were expected to integrate information from several texts in order to write or speak about a topic knowledgeably and to explain how an author uses evidence to support claims in text.

Content Elaborations

The focus of this topic, **Integration of Knowledge and Ideas,** is the understanding that integration of information from different mediums is often necessary in order to increase understanding of a topic. Successful readers compare and contrast information across texts to gain a richer understanding of content. Successful readers also are critical thinkers who synthesize (combine separate elements of a text into one concept) information from multiple sources in order to deepen their understanding of content. They trace and evaluate the evidence (expert's opinion, statistics, etc.) from multiple sources that an author uses to support an argument. The reader should then be able to distinguish claims supported by reasons and evidence from those that are not.

In the next grade band, students are expected to delineate and evaluate an author's argument, analyze U.S. documents of historical significance and analyze accounts of a subject told in different mediums.

Strand	Reading: Informational Text
Topic	Integration of Knowledge and Ideas

Enduring Understanding

Integrating knowledge and ideas from informational text expands the knowledge base and the perspectives found in text, which empowers the reader to make informed choices in life.

Instructional Strategies and Resources

Modeling and Peer Review
As a class, look at the main arguments for a text, identifying which ones are better supported and which are not through class discussion, posters, post-it notes or highlighting. Then, give new articles, identify the main arguments as a class and give each to different groups. Have each group use the text to find the supporting arguments. Compare each group's results and have the class determine the strength/weaknesses of each one.

Graphic Organizer
Students examine several texts on the same topic (e.g., magazine article, advertisement, video news story) and report observations about similarities and differences in such elements as tone, point of view and theme. Reporting might take the form of a Venn diagram, T-chart or student-generated graphic organizer.

The teacher introduces this concept by staging an event with the class that is memorable. For example, at the beginning of a class, an unknown student darts into the classroom, takes something from the teacher's desk and then darts out. Students are asked to recall what happened individually and note details. Since all students were witnessing the same event but remembering different details, this may lead to a discussion about point of view.

For an interactive tool, additional professional reading, and a list of texts and movies, visit http://www.readwritethink.org/classroom-resources/lesson-plans/propaganda-techniques-literature-online-405.html.

Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Strand	Reading: Informational Text
Topic	Range of Reading and Level of Text Complexity

Standard Statements

10. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

In the previous grade band, students were expected to read and comprehend informational texts, including history/social studies, science and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

Content Elaborations

The Common Core states that there is a "general, steady decline- over time, across grades, and substantiated by several sources – in the difficulty and likely also the sophistication of content of the texts students have been asked to read in school since 1962." To help teachers match complex, grade-appropriate texts to their students, the Common Core Standards document contains a model with three dimensions for measuring text complexity. To effectively establish the text complexity level, all three dimensions **must** be used together:

(1) Qualitative dimensions of text complexity (levels of meaning or purpose, structure, language conventionality, and clarity and knowledge demands)

(2) Quantitative dimensions of text complexity (word length or frequency, sentence length, text cohesion –typically measured by computer software)

(3) Reader and task considerations (motivation, knowledge, experiences ,purpose and complexity of task assigned)

Strand	Reading: Informational Text	
Topic	Range of Reading and Level of Text Complexity	
		The Common Core recognizes that not all students arrive at school with the tools and resources to ensure that they are exposed to challenging text away from school; it also recognizes that a "turning away from complex texts is likely to lead to a general impoverishment of knowledge…" This trend can be "turned around" when teachers match students with challenging, engaging text in the classroom, creating an atmosphere that helps to nurture curious, capable and critical readers. Students, through more exposure to informational text and the development of important reading skills and strategies that aid in reading this text, will gain knowledge as well as familiarity with various text structures and elements.

Enduring Understanding

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging informational texts.

Instructional Strategies and Resources

Instruction Manual
Have students go through instruction manuals to analyze and determine how the parts are structured. Then have students write their own instruction manuals. This will help students be aware of the importance of headings, subheadings, organization and structure.

Stump the Teacher
Students and teachers read a selection independently. The students ask the teacher questions for a set amount of time. Then the teacher asks students questions for a set amount of time.

Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Strand	Writing
Topic	Text Types and Purposes

Standard Statements

1. Write arguments to support claims with clear reasons and relevant evidence.
    a. Introduce claim(s) and organize the reasons and evidence clearly.
    b. Support claims(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
    c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
    d. Establish and maintain a formal style.
    e. Provide a concluding statement or section that follows from the argument presented.

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
    a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

In the previous grade band, students were expected to write opinion pieces supporting a point of view with reasons and information. They also were expected to write informative/explanatory texts that examined a topic and to write narrative texts that developed real or imagined experience.

Content Elaborations

The focus of this topic, **Text Types and Purposes**, is the understanding that writers develop arguments and ideas or convey real or imagined experiences with relevant and credible evidence. This evidence can be in the form of facts, examples, details and/or statistics. The evidence presented should be presented logically so that writers can clarify relationships between and among ideas.

In order to convey information best, writers purposefully select and use precise words and techniques that characterize writing styles and tones, both of which are determined by topic and audience. In selecting and using language, writers choose words that have an effect on the reader. They use precise language and domain-specific vocabulary. They make use of figurative language (language enriched by word images and figures of speech) in order to stir the reader's emotions or convince the reader to come to the same conclusions about the topic.

Strand	Writing
Topic	Text Types and Purposes

b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented. 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.	A writer's use of language also is important in identifying his or her writing style. Whether or not a writer consistently uses short, choppy sentences or long, complex sentences speaks to the writer's writing style. The tone or attitude that a writer takes toward his or her subject also is important. The more convincing a writer is in his or her feelings and beliefs about the topic or real or imagined experience, the likelier it is that a reader will agree with the writer's viewpoint. **In the next grade band, students are expected to write arguments to support claims and to write informative/expository texts to convey complex information clearly and accurately. They are expected to write narratives that develop real or imagined experiences using narrative techniques and precise language. They also should provide a logical conclusion for the narrative.**

Enduring Understanding

Writers share information, opinions and ideas by using multiple techniques and text types. This knowledge allows them to communicate in appropriate and meaningful ways to achieve their intended purpose.

Strand	Writing
Topic	Text Types and Purposes

Instructional Strategies and Resources

Teaching grammar with playful poems: Engaging Lessons with Model Poems by Favorite Poets that Motivate Kids to Learn Grammar, *by* Mack, Nancy. Scholastic, New York, NY, 2005. Although this text is designed for grammar practice, it also supports the various text types and purposes for writing.

Teaching grammar with perfect poems for middle school*,* by Mack, Nancy. Scholastic, New York, NY, 2008. Poetry selections in this resource are geared for the middle school audience.

INFOhio, the Information Network for Ohio Schools gives access to a multitude of free, high-quality resources at http://www.infohio.org/ER/MaterialType.html. Use the following databases:

- ***EBSCO*** – Searches can be by lexile level, from children's to professional; more than 6,000 publications
- ***Newsbank*** – Four Ohio Newspapers
- ***World Book Student*** – Online encyclopedia with entries, graphics and online links; also allows double click on words for definition
- ***Art Collection*** – More than 70,000 digital images of paintings, sculptures, costumes and more
- ***Science Online*** – Science information, diagrams and videos
- ***Literature Online from Chadwyck-Healey*** – Full text works including poetry

ReadWriteThink, the collaborative site of NCTE, IRA and Thinkfinity/Verizon present *Vote for Me! Developing, Writing, and Evaluating Persuasive Speeches. (2010) IRA/NCTE.* To write and deliver an effective persuasive speech, students must formulate logical arguments and back them up with examples. Characteristics of effective persuasive writing/oral arguments are explored through political campaign speeches. Another tool teaches formulation of persuasive arguments. *Vote for Me!* can be found at http://www.readwritethink.org/classroom-resources/lesson-plans/vote-developing-writing-evaluating-414.html.

Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Strand	Writing
Topic	Production and Distribution of Writing

Standard Statements

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3).

5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)

6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

In the previous grade band, students were expected to produce clear and coherent writing appropriate to the task, purpose and audience. They also were expected to revise and edit (with guidance and support) writing when necessary and to use technology to support the writing process.

Content Elaborations

The focus of this topic, **Production and Distribution of Writing**, is the understanding that writers apply a multi-stage, reflective process that requires planning and revising. The stages in this process should consist of revision and refinement of text that clarify the intended meaning and enhance the word choice, unity and coherence of thoughts, ideas and details. Text should include appropriate capitalization and punctuation to emphasize intended meaning. Published texts should exhibit a purpose-driven format as well as acknowledgment of sources and graphics to enhance and validate the final product.

In the next grade band, students are expected to produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. Students are expected to develop and strengthen writing as needed and address what is most significant for a specific purpose and audience. They also are expected to use technology to produce, publish and update individual or shared writing products.

Strand	Writing
Topic	Production and Distribution of Writing

Enduring Understanding

Effective writing is the result of a multi-stage, reflective process in which the writer must develop, plan, revise, edit and rewrite work to evoke change or clarify ideas. The stages of these processes are enhanced with collaboration and technology.

Instructional Strategies and Resources

RAFT
Students use a customized Role, Audience, Format, Topic (RAFT) organizer at the inception of the task. Students use formula wheels with rubrics in order to meet the requirements of the specific type of writing.

- **Basic:** Students are provided with RAFT organizers and formula wheels. They use models of specific genres of writing to create and shape their own writing.
- **Extended:** Students create RAFT organizers, formula wheels and rubrics of various samples of writing (magazine/newspaper articles, reviews, essays, position papers, etc.) or create an "instructional writing kit" for one sample of writing.

The 6 +1 Trait website gives a common language for teachers/students to communicate about the characteristics of writing. It establishes a clear vision of what good writing looks like, focusing on the six traits of writing. Find it at http://educationnorthwest.org/traits.

A free MLA/APA Bibliography format maker can be found at www.noodletools.org.

The ABCs of Website Evaluation: Teaching Media Literacy in the Age of the Internet, by Kathy Schrock, gives tips to determine the validity of sources. Find it at http://school.discoveryeducation.com/schrockguide/pdf/weval.pdf.

Strand	Writing
Topic	Production and Distribution of Writing

Students use a recursive process to gather information by using the *Big6* model of research, the most widely known and widely used approach to teaching information and technology skills in the world. Developed by educators Mike Eisenberg and Bob Berkowitz, it is a six-step approach to research differentiated by grade levels. Find it at http://www.big6.com.

In this lesson, picture books frame the structure of research projects. Find it at http://www.readwritethink.org/classroom-resources/lesson-plans/picture-books-framing-texts-306.html.

Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Strand	Writing
Topic	Research to Build and Present Knowledge

Standard Statements

7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
    a. Apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
    b. Apply *grade 6 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

In the previous grade band, students were expected to conduct short research projects that use several sources, and recall and gather relevant information from experiences or print and digital sources. Students were to summarize or paraphrase information and provide a list of sources. They also were expected to draw evidence from texts to support analysis, reflection and research.

Content Elaborations

The focus of this topic, **Research to Build and Present Knowledge,** is the understanding that writers activate prior knowledge and then engage in the process of inquiry and research. Topics and research questions are developed and continually refined. As writers encounter and gather new and relevant information from multiple sources, they refocus their inquiry and research in order to create new understandings and new knowledge for specific purposes. They evaluate this information for accuracy, credibility and reliability.

In the next grade band, students are expected to draw evidence from literary or informational texts to support analysis, reflection and research. Students also are expected to delineate and evaluate the argument and specific claims assessing the reasoning and evidence in text.

Enduring Understanding

Writing is a tool for thinking and problem solving. In order to create new understandings, activating prior knowledge and engaging in the process of independent and shared inquiry are essential.

Strand	Writing
Topic	Research to Build and Present Knowledge

Instructional Strategies and Resources

Computer Search
Once students have found resources that they think will be credible, they will research a few of the authors or sponsors of their resources and ask the following questions:

- What information do they write about?
- What organizations do they belong to?

Have students determine if their sources are truly credible and usable. Students discover that all websites have an author and ultimately, bias. They need to determine those biases before accepting the website as a source.

Historical Research
Design a series of questions for students to answer about a famous person, famous place or current or historical event. Students conduct research for answers to their questions. Crediting all helpful resources, students write a script and create a multimedia presentation to demonstrate what they have learned. Some students may self-select topics and design their own research questions.

Writing Instruction for Struggling Adolescent Readers: A Gradual Release Model. By Fisher, Douglas and Nancy Frey. *Journal of Adolescent and Adult Literacy.* This model can be found electronically at INFOhio's EBSCOhost, Professional Search: Teachers and Administrators, at http://www.infohio.org/default.html.

Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Strand	Writing
Topic	Range of Writing

Standard Statements

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

In the previous grade band, students were expected to write opinion pieces supporting a point of view and write informative/explanatory texts to examine a topic. Students also were expected to write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.

Content Elaborations

Effective writers build their skills by practicing a **Range of Writing**. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge of a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing and producing numerous pieces over short and extended time frames throughout the year.

In the next grade band, students are expected to write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

Enduring Understanding

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events.

Strand	Writing
Topic	Range of Writing

Instructional Strategies and Resources

Entrance/Exit Slips
Students of all levels can succeed at writing Entrance/Exit slips. These one-sentence summaries or responses to teacher questions allow students to demonstrate understanding of a topic or lesson. These also may take the form of reflective writing.

Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Strand	Speaking and Listening
Topic	Comprehension and Collaboration

Standard Statements

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.
    a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
    b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
    c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
    d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

In the previous grade band, students were expected to engage effectively in a range of collaborative discussions with diverse partners *on grade 5 topics and texts*, summarize a written text aloud and summarize information presented in diverse media and formats. Students also were expected to summarize and explain claims made by a speaker.

Content Elaborations

The focus of this topic, **Comprehension and Collaboration**, is the understanding that by applying and adapting effective listening skills to conversational situations, partners and teams will develop new understandings and knowledge as well as accomplish goals and make appropriate contributions. Partners and teams must act responsibly by effectively managing their time, cooperating and contributing to the group process. In order to be effective listeners able to focus on and explain information presented in a variety of formats, they also must apply critical listening skills. Critical listeners focus on the speaker's main ideas or points, listening for clue words such as *major* or *most important.* They also listen to identify important details as well as distinguish between facts and opinions. Statements supported by fact (something that can be proven true by concrete evidence) as opposed to opinion (a person's belief or attitude) lend credibility to a speaker's information. Critical listeners learn to paraphrase and summarize a speaker's information, demonstrating understanding of that information. When listeners paraphrase, they express the ideas of the speaker in their own words. When they summarize, they condense the speaker's information by restating it in a few words.

Strand	Speaking and Listening	
Topic	Comprehension and Collaboration	
		In the next grade band, students are expected to initiate and participate in a range of collaborative discussions. They are expected to integrate multiple sources of information while evaluating the credibility and accuracy of each source. They also are expected to evaluate information given by a speaker while identifying faulty reasoning or evidence.

Enduring Understanding

Strong listening and speaking skills are critical for learning, communicating and allowing us to understand our world better. Applying these skills to collaboration amplifies individual's contributions and leads to new and unique understandings and solutions.

Instructional Strategies and Resources

Research Pairs
Working with a partner, research two people (a list of research pairs provided by the teacher), record information on a Venn diagram, use the information to create dialogue, and turn the dialogue into a poem for two voices to be orally performed, (e.g. , Edison and Bell, DuBois and B.T. Washington, Carnegie and Darrow, Bethune and E. Roosevelt*).* This is modeled in *Joyful Noise, Poem for Two Voices* by Paul Fleishman.

Prepare to Discuss
Have students prepare for literary discussions on trade books by having them note character changes, determine a significant event in the story, identify a change in setting and the influence on the plot, make text-to-text connections and/or text-to-self-connections, or find answers to general story questions. Answers are noted with sticky notes.

Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Strand	Speaking and Listening
Topic	Presentation of Knowledge and Ideas

Standard Statements

4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify Information.

6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

In the previous grade band, students were expected to report on a topic or text, tell a story, or recount an experience. They also were expected to create engaging audio recordings of stories and poems and to speak clearly and completely when providing requested details or clarification.

Content Elaborations

The focus of this topic, **Presentation of Knowledge and Ideas**, is a speaker's preparation and considerations when presenting information. Effective speakers prepare for a speech by considering audience and purpose. In considering the audience for a speech, speakers should think about the needs and interests of the audience and ask themselves the following questions:

(1) How much background information about the topic will the audience need?
(2) What details will my presentation need in order to inform as well as keep my audience interested?
(3) Is my presentation logical and coherent?

Speakers also should have knowledge of and use appropriate speaking strategies that will enable them to effectively present for a variety of purposes, in a variety of situations and to a variety of audiences. When presenting, speakers should adjust their language and method of delivery based on the awareness of the needs of the audience. This awareness helps the speaker compose and deliver presentations that are engaging, insightful and articulated in a clear, concise manner. It also promotes active audience engagement.

Strand	Speaking and Listening	
Topic	Presentation of Knowledge and Ideas	
		In the next grade band, students are expected to present information precisely and logically and make strategic use of digital media to enhance presentations. They also are expected to adapt speech to a variety of contexts and tasks, demonstrating a command of formal English.
Enduring Understanding Proficient speakers make deliberate choices regarding language, content and media to capture and maintain the audience in order to convey their message.		
Instructional Strategies and Resources **Book Character** Students present book responses by assuming the identities of book characters. Students also could present the results of research as they assume the identities of historical figures or witnesses to historical events. **Kinesthetic Activity** Have students practice writing directions (how to carve a pumpkin, etc.), then read their directions having other students physically follow those directions. This should show students the importance of clarity and word choice as well as the importance of structure, sequencing and organization. **Diverse Learners** Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.		

Strand	Language
Topic	Conventions of Standard English

Standard Statements

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
    b. Use intensive pronouns (e.g., *myself, ourselves*).
    c. Recognize and correct inappropriate shifts in pronoun number and person.
    d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
    e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
    b. Spell correctly.

In the previous grade band, students were expected to demonstrate command of the conventions of standard English grammar and usage when writing and also to demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

Content Elaborations

The focus of this topic, **Conventions of Standard English**, is the understanding that knowing and using writing conventions and grammatical structures appropriate for sixth grade helps students communicate clearly and concisely. With repeated and correct use, students will be able to communicate ideas in writing and express themselves. Knowing and using the correct grammatical structures of English, learning the purposes for punctuation and using a range of strategies for spelling help students grow more skillful in effectively communicating ideas.

In the next grade band, students are expected to demonstrate command of the conventions of standard English grammar and usage when writing and to demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

Enduring Understanding

Language is an essential tool for understanding our world. Effective written and oral communications rely upon understanding and applying the rules of standard English. Success in the post-secondary setting, as well as the workplace, requires effective communication.

Strand	Language
Topic	Conventions of Standard English

Instructional Strategies and Resources

Sentence Frames
To help students develop varied sentence patterns in their writing, have them practice completing sentence frames with phrases that are prepared by the teacher. The students (either alone or with a partner) place the phrases into the blank sentence frame, making sure the sentence has clear meaning.

Ex: _____, _____ _____.
Clause conj. Clause

but the dog scampered wildly in the park he fell asleep on my lap

Enriched or mastery students can create their own phrases to fit the frames.

Wandering Phrase
Students can practice varying the start of a sentence by using the *wandering* prepositional phrase. The teacher creates descriptive sentences and has the students (alone or with a partner) add a prepositional phrase to the sentence. The phrases could start the sentence, be placed in the middle to clarify or describe, or placed at the end. After completing several examples, have students share and move the placement of the prepositional phrase. Does the sentence mean the same thing?

Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Strand	Language
Topic	Knowledge of Language

Standard Statements	**In the previous grade band, students were expected to expand, combine and reduce sentences and to compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas or poems.**
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistency in style and tone.	**Content Elaborations** The focus of this topic, **Knowledge of Language**, is that knowledge of language conventions is understood and applied in oral, auditory, written or viewed expression. When applying writing conventions to written work, students vary sentence patterns and maintain a consistent writing style (the author's distinctive manner of expression) and tone (the author's attitude toward his or her subject). **In the next grade band, students will apply knowledge of language to understand how language functions, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

Enduring Understanding
Language exists within the contexts of audience and purpose. Knowledge of language and skillful application of conventions and craft enhance expression and aid comprehension. Success in the post-secondary setting as well as the workplace requires effective communication.

Strand	Language
Topic	Knowledge of Language

Instructional Strategies and Resources

Sentence Workshop
Students choose a sentence and on the first day correct any mechanical, usage, grammar or spelling errors. On the second day, students use the same sentence and make it more vivid. The third day calls for students to change something else. This daily practice not only reinforces grammar rules, but also shows the numerous ways to improve and revise writing.

Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Strand	Language
Topic	Vocabulary Acquisition and Use

Standard Statements

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content,* choosing flexibly from a range of strategies.
    a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
    b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible).*
    c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
    d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    a. Interpret figures of speech (e.g., personification) in context.
    b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
    c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).

In the previous grade band, students were expected to determine or clarify the meaning of unknown words and demonstrate understanding of figurative language, word relationships and nuances in word meanings. They also were expected to acquire and use accurately grade-appropriate academic and domain specific words.

Content Elaborations

The focus of this topic, **Vocabulary Acquisition and Use**, is the understanding that a reader's recognition and understanding of an author's choice of words is crucial for comprehension of text. Knowledge of word origins, word relationships, literary as well as historical context clues, and reference materials aids in understanding complex words and new subject-area vocabulary. Comprehension also is enhanced when readers understand and interpret figurative language, distinguish between the dictionary meaning and the implied meaning of a writer's words, and recognize nuances in word meaning.

In the next grade band, students are expected to determine or clarify the meaning of unknown and multiple-meaning words and demonstrate understanding of figurative language, word relationships and nuances in word meaning. They are expected to acquire and use accurately general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level. They also are expected to demonstrate independence in gathering vocabulary knowledge.

Strand	Language
Topic	Vocabulary Acquisition and Use

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	

Enduring Understanding

Words are powerful. Vocabulary knowledge is fundamental for learning, effective communication and celebrating language. Success in the post-secondary setting as well as the workplace requires effective communication.

Instructional Strategies and Resources

Personal Glossaries

- **Basic**: Students create personal glossaries of affixes and roots in order to define, through etymology and context, new subject-area words.
- **Extended**: Students determine and create a rap, poem, song or video (in the spirit of "School House Rock") that defines the meanings of common affixes and roots for the use of others.

Lead Vocabulary Strategy

This strategy allows the teacher to assess students' prior knowledge related to a topic or unit of study. The instructional strategy has three steps:

- **L** ***List*** specialized or academic vocabulary words related to the topic.
- **EA** Provide students with an ***experience activity*** where they would use the specialized words highlighted.
- **D** ***Discuss*** the topic using the specialized vocabulary words as a way of focusing the discussion.

Instructions might be: *Work with members of your learning group and discuss what you know about _____. Use the words listed to describe what you know. If you know any other related words, use them during your discussion and add them to our list.*

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.